

**Information for
Second in History**



Oaklands Catholic School and
Sixth Form College

Information for Applicants

Information for Second in History

February 2018

Dear Colleague

Second in History MPS + TLR 2A

Permanent, Full Time Appointment September 2018

Following promotion of the current post holder, the Governors are looking to appoint a new Second in the History Department. This opportunity is one that I hope will capture your enthusiasm and I would like to thank you for your interest in this post. On our website you will find our vision and strategy for the school. The History Department is key to fulfilling this and we are excited about bringing new colleagues into the History team.

With this pack you will find information specific to the position of Second in History.

In this pack I have tried to ensure that you know something about Oaklands and our History Department whilst at the same time making clear that the governors are looking for an **outstanding History teacher** who can demonstrate **exceptional classroom practice**. You will be required to teach up to **GCSE and ideally A Level**. The ability to teach Geography would be advantageous but not essential. The fact that you have shown an interest and downloaded a copy of this pack suggests you are already a teacher who can effectively demonstrate in the classroom, practice that **reflects contemporary and traditional thinking** in the teaching and learning of History.

Towards the end of this pack, you will find the application information needed to complete the Application Form, which is issued by the governors. If you are a Catholic you will understand the distinctiveness of Catholic schools such as Oaklands and this will be attractive to you. **You do not have to be a Catholic to work at Oaklands**; the Governors welcome applications from candidates of differing faith backgrounds or none, who can be supportive of the school ethos.

History has a high uptake at GCSE and is taken by students of all abilities; it regularly achieves high pass rates. The Department offers A Level History and regularly has a 100% pass rate. . The Department is grouped in a suite of rooms.

Staff are committed to being at the leading edge of teaching and learning, providing a first class experience for Oaklands students. For staff, a friendly and supportive environment helps ensure that classroom activities are of the highest quality. Teaching is informed by a strong culture founded on the knowledge of the student.

In addition to leading the delivery of History, the successful candidate must have relevant and up-to-date knowledge in relation to working with and protecting children and young people. All staff at Oaklands are expected to display a commitment to the protection and safeguarding of children and young people.

Information for Second in History

I hope this information is useful. However, if there is any further way in which I can be of assistance, please do not hesitate to contact me at the school.

May I remind you of the following dates:

Closing Date for Applications	Wednesday 21 March (noon)
Proposed Interview Date	Week beginning Monday 26 March

The school reserves the right to appoint at any point during the application process.

We look forward to receiving your application for this important appointment.

Yours sincerely



Matthew Quinn
Headteacher

ENCLOSED

- Application information
- Person specification
- Job description

Our Journey

Oaklands is a Catholic Academy taking in boys and girls from 11-18, which has been established by the Diocese of Portsmouth for the education of Catholic children who live within the designated parish catchment area allocated to the school. In addition, Oaklands also takes in a number of children from other Christian denominations whose parents have specifically requested a catholic education at the School, provided that they satisfy the criteria laid down in the Governors' Admissions Policy.

Home Front Morning

Mrs Masson

On 25 November, 60 year 5 students visited Oaklands and spent the morning with us. They listened to a talk by Miss Wendy Field, an evacuee from the second World War and coincidentally our piano teacher here at Oaklands.

Miss Field has an unusual story in that she travelled all over the world and was finally reunited with her mother and siblings in Australia before being shipped back to England.

The students then took part in a carousel of activities manned by the History club members in Years 7&8 and sixth form students. This helped them to complete research on the Home Front in World War 2. They sampled rationing recipes, looked at the design of bomb shelters and even experimented with methods to get around clothes rationing laws...no silk stockings, gravy browning and an eyebrow pencil look just the same from a distance!

The students were all enthusiastic and were excited about coming up to Oaklands in the next few years!

Oaklands News



Once again the Oakland's lower field has been alive with the sounds of battle!

Battle of Hastings

The Norman Challengers against the Saxon Home Crowd battled it out to demonstrate why leadership was a major factor in William winning the Battle of Hastings.

7CI went out on a freezing cold day but were in high spirits and they demonstrated how the trick of retreat worked to great effect.



Chris Rose said 'I learnt that William didn't win by brute force, he used tactics like the trick of retreat. This tricked all of the inexperienced farmers that Harold picked up on the way to Hastings'.

Jemima Batty said 'Today we re-enacted the great, life-changing battle of Hastings. We learnt the true way to fight in battle and what it was like for the soldiers. We had the two sides, the losing, unprepared Saxons and the victorious Normans. As the Saxons stood on the hill the Normans came to fight and then shouted 'trick of retreat' and the inexperienced men came down from the hill and were then killed. We all enjoyed it and found out what it was like to be a medieval soldier!'

13

Community Unity Opportunity

Oaklands has over 1,300 students on roll, including a Sixth Form College of 250 students. It is a well-established comprehensive school, which is well supported by parents and highly respected in the community.

Oaklands offers a full range of GCSE, AS and A2 Level courses. Students at all levels are provided with challenge and support as appropriate. The school's success is rooted in a strong academic tradition.

The school is part of a soft federation; working closely with other local schools this provides an opportunity to share expertise and resources. In 2012, we became a strategic partner in the Solent SCITT increasing our capacity for the training and development of new teachers. This year we have also become a strategic partner in a Catholic teaching school.

The school will provide you with significant opportunities to help you develop your career so that you can eventually move on and up from the role of subject teacher.

Information for Second in History

We are on an exciting and imaginative journey; creativity is the heart of the school's approach, resulting in innovative approaches to:

- teaching and learning – encouraging questioning, reflection and challenge
- literacy and numeracy – using all subjects to develop these core skills
- curriculum design – establishing a common approach to assessment
- use of data – supporting individual progress and personalising learning
- growing school of leaders – developing leadership at all levels
- school improvement – empowering staff to take responsibility for areas of change

The school stands within attractive and extensive grounds, including woodlands and playing fields. Well-equipped specialist facilities are provided for all areas of the curriculum. In recent years the school has undergone a major expansion to provide an extra suite of RE classrooms, an additional Drama area, Health Suite, Sixth Form college block, Music Block and specialist accommodation designed to suit History, Geography and Learning Support. Most recently the Science and Mathematics areas have also undergone major refurbishment.

The Chapel is a focal point in the school's spiritual life. Oaklands is also fortunate enough to have a part-time Chaplain.

The aims of the school emphasise the importance of each student as an individual and the need to focus on and promote the spiritual, moral, intellectual, physical, social, personal and cultural development of each person entrusted to our care. To this end, the community endeavour to create a Christ-centred learning community whose primary aim is to ignite a passion for faith and learning. At Oaklands we recognise that students have special and different gifts, we aim to develop them in a climate where they can be shared and personal achievement can be maximised, where difference is not just tolerated but celebrated. Students need to work within an environment where they can develop their unique God given gifts and feel lovable, loved, capable and valued members of the community. This occurs within a warm and caring, safe and open environment in which all children can grow in confidence and trust, and achieve their true all round potential.

The school also recognises its responsibility to foster a Christian atmosphere, to equip the young students in its care to face the adult world with confidence and to play a responsible part in a society, which is rapidly changing and holds a variety of different standards. This confidence is shaped through a deep understanding of the relationship between faith and culture. Students are encouraged to further their faith journey and to this end Religious Education, Form and Year Assemblies, Year Masses and Liturgical services, Full School Masses, Residential Experiences and Community Service are all important aspects in the life of the school.

At Oaklands, extra-curricular activities are an essential part of a young person's development and all students are encouraged to profit from the wide range of activities on offer. Whatever their talents and abilities, there are opportunities to succeed.

The successful pastoral system at Oaklands is built on the strong partnership between the school, home and parish, enabling each student to flourish. We believe that parents have a key role to play in the education of their child. The Year Head and Form Tutors, through the pastoral curriculum at Oaklands, emphasise with students the importance of self-discipline and responsibility and also the importance of care, concern and respect for each other at all times. Close parental links with the tutor and Head of Year are an essential ingredient of our success as a school

February 2018

10 reasons why we think you might want this role at Oaklands

1. Your teaching has already had a positive impact on students at KS3 and KS4 as an experienced teacher.
2. You believe in working with a comprehensive mix of children to give them the best possible chance of success in life and are excited by the chance to work with an experienced team.
3. You are attracted to working in a school that can provide opportunities up to Key Stage 5.
4. You value young people and see them as unique, precious and unrepeatable.
5. You can see the value of a close professional dialogue with colleagues who can challenge and support you.
6. You like the idea of talking with colleagues about teaching and learning.
7. You are motivated by the thought of being a member of a team that delivers some of the best History results in Hampshire.
8. You know that you are good at building lasting professional relationships with students and understand that this is part of the foundation for successful learning.
9. You are excited by the chance to work collaboratively with other colleagues in other departments.
10. You want to use this position as a stepping stone to career advancement.

4 reasons why you might not want to come and work for us

(please look at the very last section)

1. The match of your skills and experiences to our needs is not a good fit
2. You are anxious about coming into a Catholic school (don't be).
3. You have not taught Sixth Form before.
4. You feel you might not be ready to work in a high performing department.

Person Specification

TRAINING & QUALIFICATIONS

	ESSENTIAL	DESIRABLE	COMMENT
Qualified teacher status	*		
Degree	*		
Recent participation in a range of relevant in-service training		*	

FAITH COMMITMENT

	ESSENTIAL	DESIRABLE	COMMENT
Be able to contribute to the distinctive nature of the school	*		

EXPERIENCE OF TEACHING

	ESSENTIAL	DESIRABLE	COMMENT
Recent teaching experience (including if relevant ITT)	*		
Experience in mixed comprehensive school		*	
Evidence of subject skills	*		
Good classroom management	*		
Ability to teach Advanced Level History		*	
Ability to offer other subjects to KS4		*	

Information for Second in History

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING

	ESSENTIAL	DESIRABLE	COMMENT
Has up to date knowledge of relevant legislation and guidance in relation to working with, and the protection of children and young people	*		
Displays a commitment to the protection and safeguarding of children and young people	*		
Role of History in the curriculum	*		
Effective teaching and learning strategies	*		
National developments in post 16 education		*	

PERSONAL SKILLS AND ABILITIES

	ESSENTIAL	DESIRABLE	COMMENT
Excellent communication skills	*		
Well-developed interpersonal skills	*		
Ability to lead and inspire students	*		
Stamina and resilience able to demonstrate the ability to work under pressure	*		
Confidence	*		
Sense of humour	*		
Imagination and vision	*		
Strong commitment to team-working and partnership	*		
Is committed to continual personal development, is reflective and able to learn from past experiences	*		

Application Information

TERMS AND CONDITIONS

All teaching staff are bound by the terms and conditions of the school teachers pay and conditions document issued by the DfE and reviewed annually. The Governors, as employer issue you with a Catholic Educational Service (CES) contract this is downloadable from the CES and school websites.

Position Offered: History Teacher with Second in Department

Scale: Main Scale + TLR2A

Commitment: Permanent, full time

Commencement: September 2018

APPLICATION PROCESS

You are asked to complete and include the following:

1. Application Form
2. Application statement (See Application form).

Application received without a CES Application Form will not be considered for the post.

Completed applications should be returned to: Mrs S Mann, PA to the Headteacher either by post or via email s.mann@oaklandscatholicschool.org

PROCEDURE FOR OBTAINING REFERENCES

The candidate application form asks for three references. Normally one of these referees should be your current or most recent employer. Please see the details in the application form. We reserve the right to take up references with your previous employer.

In addition to asking your referee questions related to your suitability for the position we will make enquires in to the following

1. Disciplinary procedures in relation to allegations of inappropriate conduct with children, including any in which the penalty is 'time expired' (that is where a warning could no longer be taken into account in any new disciplinary hearing for example)
2. Whether the applicant has been the subject of any safeguarding concerns
3. The outcome of any enquiry or disciplinary procedure

If the candidate is not currently working with children but has done so in the past, his or her previous employer with children will be asked about those issues.

In accordance with safeguarding guidance the school will not consider 'Open references' from a candidate.

INTERVIEW PROCEDURE

If a candidate is selected for interview the procedure will test how the candidate fulfils the requirement of the post. The selection process will include a consideration of the suitability to work with children and young people.

The activities at interview will include:

- Teaching a lesson on a given subject
- Panel interview with staff
- Interview with students

The school may also use a student interview panel; this will be observed by a senior member of staff.

During the interview day candidates will have a tour of the school, an opportunity to meet key personnel and an opportunity to talk to students, these events are organised so that candidates can form a judgment of the school, they will not be part of the interview assessment.

SCHOOL INFORMATION

Please refer to our website for further information about the school
www.oaklandscatholicschool.org

Information for Second in History

Oaklands Catholic School and Sixth Form

JOB DESCRIPTION

Name:

Job Title: **CLASSROOM TEACHER - History**

Responsibilities:

Responsibility	Tick	Date	Signature of Line Manager/Headteacher
Section 1: Basic classroom teaching		Depending on experience	
Section 2: Established classroom teaching		Depending on experience	
Section 3: Upper spine classroom teaching		Depending on experience	
Section 4: Form Tutor / Link Tutor	✓	September 2018	
Section 5: TLR 1, 2 and 3	✓	September 2018	

The role of the teacher is bound by the terms and conditions of the current School Teacher Pay and Conditions Document and Teachers' Standards.

Roles and Job descriptions are subject to regular review.

Preamble – overall responsibility for all teachers

- Contribute to the Ethos and Mission of Oaklands Catholic school
- To plan, develop and deliver high quality lessons and courses within the broad, balanced, relevant and differentiated subject curriculum using a variety of approaches, to continually enhance teaching and learning.
- To monitor pupil progress, keeping pupil records that include assessment outcomes and targets set at regular intervals in line with school policy, to enable all pupils to achieve their full potential.
- To maintain and build upon the standards achieved when qualifying as a teacher
Contribute to the safeguarding and promotion of the welfare and personal care of children and young people
- To teach subjects as required by the timetable this may vary year on year.
- Post holders will have to manage the demands of their role including undertaking tasks not described within but commensurate with the role.

SECTION 1 – THIS INCLUDES CRITERIA SET OUT IN THE 2012 TEACHER STANDARDS

1.01 Basic responsibilities: Teaching and learning in the classroom

- Contribute to the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should be differentiated accordingly. (*TS1, TS4, TS5*)
- To ensure that all lessons are planned, prepared and delivered with clear differentiation to cater for students of all abilities and backgrounds whilst ensuring individual student progress; (*TS1, TS2, TS5*)
- To share ensure that the delivery of the subject reflects the distinctive nature of the school; (*TS8*)
- Employ a variety of teaching methods appropriate to the age and ability of each individual student to promote a love of learning and children's intellectual curiosity; (*TS4*)
- Impart knowledge and develop understanding through effective use of lesson time; (*TS3, TS4*)
- Demonstrate an understanding of and take responsibility for promoting high standards of literacy, oracy and numeracy through the teaching of the subject; (*TS3*)
- Reflect systematically on the effectiveness of lessons and approaches to teaching and take steps to make improvement where possible; (*TS4*)
- Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired according to the school homework timetable and policy; (*TS4, TS8*)
- Ensure that the gap is closing between the performance of vulnerable students and their peers (*TS5*)

1.02 Basic responsibilities: Management of teaching and learning

- To take responsibility for the safe keeping of electronic data in accordance with relevant legislation. (*TS7*)
- To maintain the allocated teaching areas to ensure that they are conducive to a stimulating and exciting learning experience. (*TS8*)
- To monitor and control the use of allocated books and equipment and the storage teaching materials. (*TS8*)
- To implement school praise reward and sanction systems to help manage the behaviour of students in the classroom and to and from lessons (*TS7*)

1.03 Basic responsibilities: Assessment

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements and accurate reporting to parents; (*TS6*)
- Use relevant data to monitor progress, set targets and plan subsequent lessons; (*TS6*)
- Be accountable for students attainment, progress and outcomes; (*TS2*)
- To register each class in accordance with school procedures. (*TS7*)
- To keep appropriate records and to complete assessments of students as required by the school policy. (*TS6*)
- To ensure equipment given of leant to students is used correctly and adherence to relevant health and safety regulations. (*TS8*)

Information for Second in History

1.04 Basic responsibilities: Communications and Meetings

- Communicate effectively, timely and accurately with parents with regard to pupils' achievements and well-being; (TS8)
- Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support; (TS8)
- To alert heads of department and pastoral staff to problems arising with individual students in accordance with whole-school policies; (TS7)
- To participate actively in meetings with colleagues and parents; (TS8)
- To attend INSET sessions and working parties related to new initiatives in teaching and learning. (TS8)

1.05 Basic responsibilities: General duties

- To adhere to the policies and procedures of the Oaklands Catholic School and Sixths form (PPC)
- To share with other staff the corporate responsibility for safeguarding the development and well-being of all students.(PPC)
- Make a positive contribution to the wider life and ethos of the school;(TS8)
- Demonstrate consistently the positive attitudes, values and behaviour which are expected within the school community based on our ethos and staff observing proper professional boundaries (PPC2)
- To maintain an up to date knowledge of the subject, and utilise a range of teaching methods in line with currently acknowledged best practice; (TS3)
- To take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues; (TS8)
- To take a pro-active part in the School's performance management system, with the ultimate aim of improving standards of teaching and learning in the school;
- To take reasonable care of one's own health and safety and that of others and inform the Facilities Manager of any concerns with regard to health and safety.

1.06 Basic responsibilities: Ethos

- Promote the ethos of the school, as expressed in the mission and vision statements. (This is a shared responsibility to which teaching staff make a significant contribution.) (TS8)

SECTION 2 - In addition to the basic responsibilities

2.01 Established pay range: Teaching and learning in the classroom

- Take responsibility and be accountable for the development of appropriate syllabuses, materials, schemes of work and lesson plans, which should engage, stimulate and challenge students of all abilities, and should be differentiated accordingly.

2.02 Established pay range: Management of teaching and learning

- Take responsibility for and be accountable for a whole department focus for example Gifted and talented, SEND or pupil premium;
- Take responsibility for disseminating good practice through various means;
- To develop resources that can be shared across the department or school.

2.03 Established pay range: General duties

In addition to the basic responsibilities

- Take responsibility for activities outside of the classroom that have a positive impact on the life and ethos of the school;
- To take responsibility for improving professional development that will have an impact beyond the subject or personal practice;
- Under direction mentoring of IIT and NQTs.

SECTION 3 - In addition to the basic and established responsibilities

3.01 Upper pay range: Management of teaching and learning

In addition to the basic and established responsibilities for managing teaching and learning:

- Take responsibility for and be accountable for coaching and mentoring to other teachers or trainees including the development of materials to support the same;
- Be a role model to other staff and give advice and guidance.

3.02 Upper pay spine: General duties

In addition to the basic and established responsibilities for general duties:

- Take responsibility for leading staff professional development in school or beyond;
- Contribute to the development of whole school policy and procedure.

3.03 Upper pay spine: Ethos

- Take responsibility for an aspect of the department of schools work that makes a significant contribution to the ethos of the school.

SECTION 4

4.01 Duties and responsibilities as a Form Tutor/ Link Tutor general case

- To promote the ethos and mission of the school in every aspect of the tutor group;
- To work with the head of year and year assistant of year in ensuring that a caring atmosphere built on mutual trust is established within the tutor group;
- To work with other staff to manage and monitor student academic, attendance and behavioural performance and take necessary action to improve the same;
- To work with the SLT member responsible for assessment to ensure that academic mentoring of students is carried out efficiently and effectively;
- To promote and co-ordinate activities within tutor group that develop a sense of community;
- To work with students to encourage acceptable standards of behaviour in all aspects of school life, with particular reference to the code of conduct;
- To help develop in students the skills required to become independent learners;
- To assist in keeping parents informed of students' progress and respond as necessary to parental concerns.

4.02 Other duties of other Form Tutor

- Leading and managing a tutor group
- Monitoring student progress
- Pastoral welfare
- Spiritual development
- Quality assurance
- Managing information
- Communication

SECTION 5

5.01 TLR responsibilities

	Level	Temp/Perm
Head of Department or subject cluster	N/A	
Second in department	Yes	
Specific responsibility in subject	Yes	
Whole school responsibility TLR1-2	N/A	
Whole school reasonability TLR 3	N/A	
Head of Year	N/A	
Year Heads Assistant	N/A	

5.02 Specific TLR responsibilities

Main leadership duties

- To assist the HOD in providing cohesive leadership and direction in teaching and learning in the subject improving the achievement of students throughout History, initiating regular subject discussion and review

Curriculum:

- To ensure the curriculum of two years of the Key Stage 3 History and two modules of the GCSE curriculum fully reflect the school's ethos and monitor the same. (To be determined in advance of taking on the role)
- Ensure that all school policies, procedures relevant to the teaching of the identified KS3 years and GCSE modules are fully implemented
- Manage the day-to-day matters pertaining to the teaching of the identified KS3 years and GCSE modules and operation of course provision within the area
- Under the direction of the Head of department to be responsible for overseeing and producing and updating schemes of work for the identified KS3 years and GCSE modules. Coordinating with other members of the department and ensuring that SOW are resourced and include strategies for differentiation.
- To assist in leading and supervising teaching approaches used for the identified KS3 years and GCSE modules selection of appropriate materials in consultation with the HOD
- Create opportunities for sharing good practice, inform staff of new resources and manage a bank of suitable learning resources for the identified KS3 years and GCSE modules.

Information for Second in History

Staff Development

- Keeping up to date with current developments in Teaching of History and attending relevant in-service training both within and outside the school.
- Assist the HOD to develop and enhance the teaching practice of others who deliver History. This may include NQTs and trainees.
- Assist in the sharing of good practice across History.
- Shared safeguarding responsibility

Monitoring & Quality Assurance:

- To assist the HOD in the analysis of performance data. Monitoring of progress of students throughout History and support staff intervention with students identified as likely to underachieve in order to bring about improvement.
- Assist the HOD monitor the effective operation of History through various quality assurance measures including observation, learning walks, book scrutiny and teaching reviews

Promotion of History

- Assist in promotion of History across the curriculum and take the lead where appropriate.
- To work with the HOD to promote and develop uptake at KS4 and 5
- Assist in the development of History trips and extra curricular activities.
- To support cross phase work with feeder schools.

Date: February 2018

Final Footnote.....

What about those reasons why this role might not be for you?

- **The match of your skills and experiences to our needs is not a good fit**

Come and meet us, visit the website, phone the Headteacher, Mr Matthew Quinn and find out if the match is better than you think.

- **You are anxious about coming into a Catholic school**

Again come and visit us, experience our community and talk to staff about their experience. The majority of staff at Oaklands are not Catholic.

- **You have not taught Sixth Form before**

If you are not ready for this then we still want to hear from you. Most of our best staff had no Sixth Form experience before coming to Oaklands; with training and development over time they gained the experience.

- **You feel you might not be ready to work in a high performing department**

If you are still reading, then you probably are